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ABSTRACT

The manual presents sequences of skills designed for use as guides to teaching/learning objectives and as a basis for evaluating and recording special education students' progress. It is explained that the goal of the first level of objectives (sequenced in this document) is to enable the student to function at a motor/psychomotor state of development. Skills are listed sequentially and grids are presented for recording student progress in the following areas (sample subtopics in parentheses): communication and cognition (receptive and expressive language); motor development (gross and fine motor); self help skills (feeding-drinking, dressing, toileting, washing and bathing, oral hygiene, and nasal hygiene); social-emotional skills; readiness (communication and cognition, motor development, and social-emotional behavior). Among nine appendixes are two survival word lists and information on how time concepts, verb usage, and tenses develop. (CL)

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Name of Student: _____

Teacher: _____

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TEACHING/LEARNING GUIDE

Level I

CARBON-LEHIGH INTERMEDIATE UNIT
2370 Main Street
Schnecksville, PA 18078
September, 1978

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Teacher's Name _____ Student's Name _____

GENERAL INFORMATION CHECKLIST
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	Remarks:
Medication	
Seizures	
Behavior Problems	
Physical Problems	
Special Equipment Needed	
Sensory Impairment	
Ambulatory	
Special Notes	

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INTRODUCTION

The following sequences of skills represent the beginning of the third phase of the development of a series of Teaching/Learning Guides for students in special education classes of Intermediate Unit #21. These sequences are designed to be used both as guides to teaching/learning objectives and as a basis for evaluation and recording of each student's progress. Curriculum log forms, using the scope and sequence of these guides will provide an ongoing evaluation of progress as well as diagnostic/prescriptive instruments for developing and implementing the IEP for each student.

Phase I of this curriculum development project included preliminary drafts of guides designed for use in specified special classes (e.g., there were guides for TMR, preschool, S/PR students). Academic skills strands in language arts and math were also designed for use with EMR, LD, SED, PH, and other groups of exceptional students. Another segment of Practical Life Skills was outlined.

During Phase II, teachers used these various guides for a year or more. As planned, continuous feedback was received, along with a number of excellent suggestions for the improvement of the guides. Annotated copies of the various guides were submitted by the teachers, the summer of 1978. It becomes obvious that the objectives listed in each document were actually part of a developmental continuum. Areas of overlap between the guides occured, making the location of desired objectives for students a little more difficult that it should be. Teachers were using their professional discretion in matching objectives with specific student needs, regardless of the "label" which had been placed on the student. Therefore, the format of these guides is being modified to make them even more helpful and manageable for teachers.

As we enter Phase III, the Teaching/Learning Guides, beginning with this volume, will be divided into three documents. As additional areas are completed, additional volumes will be distributed to teachers. The Levels represent three levels of mental development:

Level I Training
Level II Learning
Level III Application

The goal of Level I objectives is to enable the organism to function at a motor/psychomotor state of development. Training in discrete skills/operations will enable the student to form a foundation upon which to build the learning of the next levels. We are indebted to a number of resources for preparation of the various strands of this Teaching/Learning Guide. The Pennsylvania Training Model was especially helpful in providing the basis for a few of the self-help sequences. Strands included in this guide are as follows:

Communication and Cognition
Motor Development
Self-Help
Social-Emotional

The goal of Level II objectives is proficiency in the manipulation of and intrepretation of the symbols and technology a student will need for the problem-solving and critical thinking required in our complex society. At present, language arts and math are the two basic skill strands included in the Level II Teaching/Learning Guide.

The goal of Level III is that of enabling students to apply the training and learning of the two previous levels. Synthesis of previous objectives will occur in meaningful life-skills oriented situations to prepare students to function with the greatest possible degree of independence for themselves. The competencies for this level currently exist in the Practical Life Skills of the guide. This section is being updated to relate to suggested competencies identified by the model districts working on Project 81, and will serve as a pre-vocational and practical life skills guide.

Work was also begun during the summer on another section to complement the thinking components represented in these three levels, i.e., that of a feeling component. During the school year 1978-79 a group of teachers will be developing further the preliminary draft for facilitating student development in this area. The goal for this new component is the development of what is being called in the literature "confluent" education, a marriage of the thinking-feeling processes that comprise the human organism.

It is important to realize that curriculum construction must be an ongoing process. Constant revision, not for revisions's sake alone, is part of the charge of relevancy which is demanded of educators as society's needs vary. Therefore, there will be a Phase IV and hopefully a Phase V in the future as teachers use this and the other volumes of these Teaching/Learning Guides. Again, teachers are urged to annotate their copies of the guides to provide input for validation of these scopes and sequences of objectives.

September, 1978

SEQUENCE OF SKILLS

AND REPORTING FORMS

COMMUNICATION AND COGNITION
Receptive

The raw material from which communication and/or cognition develops is the perception of external stimuli. As sensory data is collected and processed, it becomes part of one's bank of knowledge. This section includes objectives relating to sensory reception and processing. Teachers must keep in mind that this sequence of skills may not be applicable to every student because of many differences and degrees of handicapping conditions.

100. Discriminates between sound and no sound

101. Reacts to loud noise and/or direct body stimulation (pain, temperature, pressure, movement, etc.)
   a. startle reaction
   b. other physical movement
   c. cries or otherwise vocalizes

102. Stops or diminishes activity when sound is made

103. Searches for source of sound (general direction)
   a. with eyes
   b. turns head

104. Attends/reacts to dominant sound while other sounds are present

105. Locates source of sound
   a. within immediate area of sight
   b. out-of-sight sounds

106. Responds to sound of human voice

107. Reacts to tactile stimulus (or anticipated stimulus) in the environment through vocalization, moving body parts, facial expressions, etc.
   a. vibrator
   b. brushing sensation
   c. hand of person

108. Reacts to light (as above)

109. Turns eyes toward light

110. Fixes eyes on object
   a. momentarily
   b. for sustained periods

111. Tracks moving object
   a. within 90-degree arc (not crossing midline) horizontally
   b. past midline (greater than 90-degree arc) horizontally
   c. past midline (greater than 90-degree arc) diagonally
   d. within 180-degree arc, eyes and head, horizontally

112. Moves eyes independently of head in 180-degree arc

113. Follows vanishing stimulus with eyes

114. Follows with eyes object moving in circular path

Objective:	Initial Date	Reinforcement and Development	Acceptable, Consistent Performance	Reteaching

Indicate objective by key word or continuum code

Initial date: when skill was introduced or reteaching began

Reinforcement/Development: indicate frequency by date

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Acceptable, Consistent Performance: incidence of independent application by date

115. Follows moving object held 18 inches from eyes

116. Discriminates between various tactile stimuli, such as
    a. hot-cold
    b. wet-dry
    c. sharp-dull
    d. smooth-rough

117. Differentiates between tones of voice
    a. cries to angry vocal tone
    b. smiles, stops crying, coos to friendly vocal tone

118. Makes connection between sound and
    a. who made sound (human)
    b. what made sound (non-human)

119. Changes activity with change of sound

120. Reacts to disappearance of face (peek-a-boo)

121. Responds to own name

122. Looks for fallen objects by bending over

123. Consistently tries to reach for objects

124. Follows with eyes moving object along floor 10 feet away

125. Follows with eyes object dangling on string 10 feet away

126. Lifts objects, pillow cases, covers, etc., to obtain object underneath

127. Maintains eye contact when name is called
    a. one second
    b. three seconds
    c. five seconds

128. Reacts to tastes of various foods

129. Recognizes familiar people (family, teacher, classmates, etc.)

130. Responds to simple phrases, such as "no," "bye-bye," "go out," "drink," etc.

131. Responds to gestures

132. Responds to facial expressions

133. Imitates gestures

134. Imitates facial expressions

135. Identifies familiar objects by sight

136. Identifies objects as same when position/settings change

137. Listens to music

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138. Listens to own voice recorded

139. Responds to sounds of noisemakers, musical instruments

140. Responds to rhythmic pattern with gross body movements

141. Imitates use of noisemaker, musical instruments

142. Responds to environmental non-speech sounds (animal, home, neighborhood, doorbell, ringing telephone, car horn, boiling water, rain, etc., sounds)
   a. nearby
   b. at a distance

143. Matches sound to picture of animal or object that makes the sound

144. Matches sound of noisemaker to actual noisemaker (drum, bell, triangle)

145. Reacts to various odors

146. Demonstrates use of simple objects, such as toothbrush, spoon, comb, etc.

147. Points to common objects and familiar people when named (See Appendix A: Basic Vocabulary)

148. Matches objects that are the same
   a. identical
   b. position changes
   c. setting changes
   d. color changes
   e. other variations

149. Matches pictures to objects

150. Points to picture of common objects when named
   a. grossly different names
   b. phonically similar names

151. Points to object when function is named (e.g., "Show me what we cut with," "Show me where we wash our hands," etc.)

152. Responds to action words
   a. imitates action on command (as teacher says, "Jump" and jumps, for example)
   b. follows one-concept command, such as "jump," "clap," etc.
   c. matches picture of action with action

153. Responds to action word plus object, such as "Throw the ball," "Get the book," "Eat the cookie," etc.

154. Recognizes self in mirror

155. Points to body parts when (See Appendix B)
   a. stimulated
   b. named
   } (eyes, ears, nose, head, hand, foot, etc.)

156. Moves body parts when named

157. Points to body parts on doll when named

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158. Listens to simple sentences

159. Demonstrates understanding of simple sentences of subject plus verb plus object structure
   a. performs action
   b. points to someone else performing action
   c. points to picture of action being performed
   d. answers "yes" or "no" question(s) about sentence (nodding head or other non-verbal indicator, if speech is not present)

160. Demonstrates understanding of prepositional phrases by movement of body and objects (e.g. "Put the block into the box," "Put the cup on the table," etc.) (See Appendix A and B)

161. Points to articles of clothing when named

162. Gets articles of clothing on command

163. Matches articles of clothing to body part associated with clothing

164. Points to articles of clothing in answer to function, i.e. "Show me what you wear on your feet," etc.

165. Demonstrates understanding of referrent for pronouns: your, mine, my, his, her, it
   a. matching article of clothing to owner (e.g., "Give Sally her hat," "Give Sally your mitten")
   b. touching body part when named (e.g. "Touch her hair," "Touch his shoe" etc.)
   c. following prepositional phrase command (e.g. "Put Joe's cup on his desk," etc.)

166. Discriminates between certain adjectives (e.g., "Point to the pretty puppy," "Point to the tall man," etc.) (See Appendix A)

167. Distinguishes between one and more than one
   a. objects
   b. sounds

168. Discriminates between singular and plural noun (e.g. "Show me the boat," "Show me the boats," etc.

169. Distinguishes parts from wholes (See Appendix B)
   a. on objects ("Show me the wheels of the wagon.")
   b. in pictures ("Point to the handle of the cup.")

170. Groups together objects that are the same

171. Groups together pictures that are the same

172. Matches objects that go together (e.g. milk and cookies, shoes and socks)

173. Matches pictures of things that go together

174. Selects the one that is different from an array
   a. objects
   b. pictures

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175. Identifies missing parts of picture

176. Responds to humor

177. Points to object/person which answers questions involving use of
   a. Who? ("Who is listening to a story?")
   b. What" ("What made that noise?")
   c. Where? ("Where is the kitten?")
   d. Which? ("Which boy is jumping?")
   e. When?
   f. How much?
   g. How?
   h. Why?

178. Discriminates between certain adverbs (e.g. "Which one is walking slowly?" "Who spoke quietly?") See Appendix A and B
   a. location (where?)
   b. time (when?)
   c. manner (how?)

179. Concentrates on task when surrounded by noise/activities for increasing lengths of time

180. Adjusts to distractions while listening

181. Responds to variety of safety/survival words, recognizing danger signals (See Appendix A)

182. Discriminates between two or more simultaneous stimuli

183. Knows direction of object moving over skin

184. Identifies smells/odors
   a. As pleasant-unpleasant
   b. Matches with source

185. Expresses preferences for different smells/odors

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COMMUNICATION AND COGNITION
Expressive Language

Generally receptive expression precedes expressive language. However, the strands develop as parallel systems in normal development, provided various sub-skills are mastered in the receptive area prior to developing as expression. It has been suggested that the following receptive skills be mastered prior to the beginning of an expressive language program:

1. The student responds to auditory sounds.
2. The student responds to verbal sounds.
3. The student respond to his/her own name.
4. The student maintains eye contact.

This sequence can be used with non-verbal communication, such as sign language, etc.

200. Makes noise indiscriminately, cries, coos

201. Moves mouth, tongue in various positions to develop speech muscles

202. Makes random sounds
   a. gurgles
   b. grunts or makes other sounds from throat

203. Echoes own sound

204. Imitates sound made by others

205. Makes sounds in response to stimuli (e.g. when seeing food, etc.)

206. Babbles indiscriminately

207. Echoes own babbling

208. Imitates babbling of another

209. Babbles in response to stimuli

210. Babbles for social contact

211. Indicates "yes" and "no" (i.e. nodding or shaking head, etc.)

212. Makes specific sounds spontaneously (often begins with "m," "b," "p," "$\overline{oo}$")

213. Imitates gestures made by others

214. Responds gesturally to cue gesture

215. Responds gesturally to cue gesture accompanied with sound

216. Uses a vareity of simple sounds

217. Combines several sounds

218. Imitates non-speech sounds

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219. Echoes combination of specific sounds made by self (sound chains)

220. Imitates sound chains made by another

221. Babbles with expression while pointing (an effort to make needs/wants known)

222. Imitates number of syllables or inflection of others

223. Says simple words like "da-da," "ma-ma," "no-no" appropriately

224. Imitates names of objects/people with simultaneous visual and auditory stimulus
   a. approximate limitation
   b. more accurate limitation
   Words may be selected from Appendix A: Basic Vocabulary, or may be unusual ones, depending on needs of student and context in which s/he is developing language

225. Names object/person when stimulus is present

226. Names object/person when picture shown
   a. photograph
   b. 4-color illustration
   c. line drawing

227. Imitates name of action when seeing action and hearing it named simultaneously
   a. approximate imitation
   b. more accurate imitation

228. Says appropriate name of action as action is performed

229. Says appropriate name of action when picture is shown

230. Names object/action without attention of another person (i.e., while playing, uses single word appropriately)

231. Begins to chain two words together appropriately (e.g., "all-gone milk," "Mommy play")

232. Tells own name

233. Imitates touching and of movement of body parts

234. Imitates touching and saying name of body parts

235. Names body part when touched

236. Names body part when pointed to (without touching)
   a. on self
   b. on others
   c. on doll
   d. in picture

237. Imitates animal sounds

238. Produces animal sounds on request
   a. what does this doggie say?
   b. what sound does the cow in the picture make?

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239. Answers question about function of objects
   a. what do we cut with?
   b. what do we do with this knife?

240. Names classmates when indicated

241. Names sex of self and others

242. Describes things which are happening in environment ("Jimmy eat," "Bobbie fall," etc.)

243. Makes wants known verbally ("Wanna drink," "Hand hurt," etc.)

244. Imitates name of article of clothing when seeing clothing and hearing name simultaneously

245. Names article of clothing when seeing clothing or practicing self-help skills

246. Shows clothing, toys, etc., to others, naming object

247. Imitates prepositional phrases as phrase is heard and action performed simultaneously (i.e., "Book on table," "Shoes on feet," etc.) See Appendix A

248. Describes action using prepositional phrases

249. Answers questions relating to articles of clothing and body parts, and/or location of objects/people (e.g. "Where are your sneakers?" "What is on Bill's head?")

250. Repeats 3-object sequence
   a. seeing and hearing objects named
   b. hearing sequence without visual stimuli

251. Names 3 objects in sequence
   a. with objects present
   b. when objects removed (recalled after 10-second exposure and less than minute has elapsed)

252. Tells which object has been removed from sequence of three objects

253. Recalls more than 3 objects after 1-second exposure

254. Identifies common sounds by name (e.g. doorbell, drum, car horn, etc.)

255. Imitates use of pronouns

256. Uses pronouns appropriately (See Appendix A and E)

257. Imitates and uses adjectives appropriately (See Appendix A and B)

258. Tells which objects and pictures are the same

259. Tells which objects and pictures are different

260. Uses gestures and body language to supplement oral language

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261. Answers questions relating to use of question words:
   a. Who?
   b. What?
   c. Where?
   d. Which?
   e. When?
   f. How much?
   g. How?
   h. Why?

262. Imitates use of singular and plural nouns

263. Uses singular and plural nouns appropriately

264. Imitates use of part-whole words in describing objects and pictures

265. Uses part-whole words in describing objects and pictures

266. Supplies name of objects that go together (e.g. bread and _____)

267. Imitates use of adverbs (See Appendix B)

268. Uses adverbs appropriately

269. Names primary colors (See Appendix B)

270. Names simple geometric shapes (See Appendix B)

271. Names sizes (See Appendix B)

272. Uses simple sentence of subject and verb

273. Uses simple sentence of subject plus verb plus object

274. Asks simple questions
   a. using question words (See Appendix G)
   b. reversing word order (She is coming. Is she coming?)

275. Initiates communication with others
   a. expressing needs
   b. social interaction

276. Controls voice volume and speed

277. Expresses needs in way that general public will understand

278. Uses words describing weather and nature

279. Tells what clothing is appropriate for climatic conditions

280. Names seasons appropriately

281. Names days of week, months, and holidays
   a. rote
   b. specific day related to daily calendar work

282. Names polar opposites when given stimulus word

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Head and Trunk

300. Supports head
301. Turns head in direction of stimulus
302. Lifts head and shoulders from horizontal position
303. Lifts chest with arms in flexion
304. Lifts chest with arms in extension
305. Assumes elbow rest
306. Lifts chest and stomach with arms in flexion
307. Lifts chest and stomach with arms in extension

Arms and Hands

308. Extends/waves arms
309. Reaches for and/or touches objects
310. Opens and closes hands
311. Clutches objects
312. Throws objects haphazardly
313. Carries large object in arms
314. Carries smaller objects in hands
315. Throws objects with direction
316. Moves arm with pounding motion (as in hitting nail with hammer)

Entire Body

317. Rolls over
    a. stomach to back
    b. back to stomach
    c. either direction
318. Sits while being held
319. Sits with support
320. Brings self to sitting position while grasping adult finger
321. Sits with support and maintains balance
322. Sits without support and maintains balance
323. Brings self to sitting position independently
324. Bends from waist to pick up object
325. Swings body from side to side
326. Rocks body forward and backward
327. Seats self in chair without turning around

Legs and Feet

328. Thrust legs
329. Kicks with alternate feet
330. Moves arms and legs in self-directed movement
331. Turns to hands and knees from sitting position
332. Seeks objects to use as support
333. Pulls self to kneeling position
334. Pulls self erect
335. Stands erect while holding onto support
336. Stands erect without support
337. Lowers self from standing to sitting position
338. Lifts chest and tummy with arms in extension and knee in flexion
339. Moves both arms first then both legs

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Legs and Feet (continued)

340. Moves one arm and one leg alternately in coordinated fashion for creeping and crawling
    a. level ground
    b. up stairs
    c. down stairs
    d. on stomach
341. Squats
342. Balances self in kneeling position
343. Takes steps while being held by both arms
344. Walks while being held by one arm
345. Walks around objects, holding on for support
346. Walks short distance from one object/person to another
347. Walks independently frontwards
    a. on level ground
    b. up stairs
    c. down stairs
348. Walks in direction of a line
349. Turns easily while walking/changes direction as needed
350. Avoids obstacles in way
351. Walks backwards
352. Carries large object while walking
353. Pushes objects while walking
354. Climbs
    a. into adult chair, turns around, sits
    b. up step ladder
    c. up slides and rides down slides
    d. carries large object while walking
356. Balances on one foot
357. Maintains balance on variety of surfaces
358. Maintains balance on variety of planes
359. Maintains balance while walking on toes
360. Runs slowly
361. Runs quickly
362. Runs while performing another taks
363. Jumps with both feet
364. Jumps over obstacles
365. Crosses street carefully, adjusting speed/direction appropriately

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MOTOR DEVELOPMENT: FINE

370. Pursues moving object with eyes (See Communication and Cognition 111)

371. Fixes gaze on objects and reaches
   a. extends fingers
   b. reaches to midline with elbow extension
   c. reaches past midline with elbow and finger extension

372. Moves hands randomly

373. Moves hands together in unison

374. Reaches accurately for/and holds desired object

375. Uses whole hand in palmar grasp

376. Squeezes items placed in hand

377. Uses fingers in non-pincer movements

378. Releases objects from grasp

379. Transfers objects from hand to hand

380. Bangs two objects together held in hands

381. Uses opposed thumb and first two fingers

382. Uses thumb independently with complete opposition

384. Uses fingers with gross pincer movements

386. Puts down one object to reach for another

387. Grasps objects by handle

388. Grasps and holds two small objects
   a. one object per hand
   b. both objects in one hand

389. Manipulates rattle, string, and other objects

390. Shakes objects

391. Retrieves objects

392. Captures moving objects

393. Closes boxes

394. Uses implements to obtain toys

395. Claps hands

396. Dumps objects from receptacle

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397. Scoops with spoon/shovel

398. Places small objects in container

399. Puts on and removes rings from pegs

400. Puts in and removes pegs from pegboard

401. Explores shape and temperature of objects

402. Places shapes in corresponding holes (e.g. puzzle formboards)

403. Builds tower of 2 to 9 blocks

404. Strings beads

405. Laces shoes

406. Turns door knobs/handles

407. Turns pages of book

408. Uses crayons for scribble design

409. Unwraps small objects (such as piece of candy)

410. Takes apart-puts together snap-together toys

411. Unscrews nesting toys or jar lids

412. Rolls clay balls

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Indicate objective by key word or continuum code

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Acceptable, Consistent Performance: incidence of independent application by date

420. Opens mouth when physically stimulated

421. Closes mouth when physically stimulated

422. Takes fluid from a dropper while in a reclining position

423. Retains liquid in mouth without dribbling

424. Swallows when stimulated externally

425. Swallows independently

426. Performs sucking reflex indiscriminately

427. Performs sucking reflex with oral stimulation

428. Sucks fluids from nipple

429. Reaches in direction of bottle (nipple) with mouth when being fed

430. Moves jaw up and down in response to adult's three finger feeding control

431. Moves jaw up and down independently

432. Moves tongue in lateral movement when stimulated

433. Moves tongue in lateral movement independently

434. Simultaneously moves jaws up and down and tongue in lateral movement

435. Opens mouth voluntarily at sight of spoon

436. Opens mouth and voluntarily takes pureed food from spoon with upper lip

437. Opens mouth and coordinates lips to remove food from a spoon

438. Swallows pureed food

439. Accepts finely chopped food in mouth

440. Holds food in mouth without dribbling

441. Chews with lips closed

442. Swallows masticated foods

443. Accepts chopped food into mouth

444. Retains chopped food in mouth

445. Masticates chopped food

446. Swallows masticated food

447. Sucks finger food placed in mouth by adult

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448. Masticates finger food placed in mouth

449. Swallows finger food placed in mouth by adult

450. Squeezes and smears pieces of finger food on table

451. Lifts finger food to mouth

452. Places finger food in mouth

453. Retains finger food in mouth placed by self

454. Sucks finger food in mouth placed by self

455. Masticates finger food placed in mouth by self

456. Swallows finger food placed in mouth by self

457. Accepts small pieces of solid food

458. Retains small pieces of solid food

459. Sucks on small peices of solid food

460. Masticates small pieces of solid food

461. Swallows small pieces of solid food

462. Retains food in mouth (solid food)

463. Brings solid food to mouth - holds independently

464. Bites off food self-held

465. Accepts liquid from cup when held by adult

466. Retains liquid in mouth without dribbling

467. Swallows liquid

468. Touches partially full cup and accepts liquid from cup held by adult

469. Closes mouth and retains liquid

470. Holds cup partially full independently with two hands and accepts liquid from cup which has been brought to mouth by adult

471. Independently brings partially full cup to mouth and accepts liquid - holding cup

472. Independently brings partially full cup to mouth and drinks liquid holding cup with one hand

473. Independently brings full cup to mouth and accepts liquid

474. Replaces partially filled cup on table with assistance

475. Replaces cup on table independently

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476. Replaces cup on table independently without spilling

477. Grasps spoon with aid of adult

478. Balances food on spoon with aid of adult

479. Brings food to mouth with aid of adult

480. Holds spoon and brings food to mouth guided by adult

481. Lifts food on spoon to mouth independently

482. Inserts spoon in mouth turning spoon

483. Inserts spoon in mouth keeping bowl straight

484. Places spoon in dish with aid of adult

485. Places spoon in dish guided by adult

486. Places spoon in dish independently

487. Scoops small amount of food onto spoon with aid from adult

488. Scoops small amount of food onto spoon with guidance of adult

489. Scoops small amount of food onto spoon using bowl as guide edge

490. Independently scoops small amount of food from plate with edge

491. Scoops small amount of food onto spoon independently using dominant hand

492. Independently scoops small amount of food from edgeless plate, without pushing food off the plate

493. Scoops and/or pierces food using fork with adult's assistance

494. Scoops and/or pierces food using fork independently

495. Brings fork with piece of food on it to mouth

496. Returns empty fork to bowl or plate

497. Takes appropriate amounts of food/liquid into mouth.

498. Gets drink from faucet without help (stool provided)

499. Pours from small pitcher into glass

500. Uses knife
   a. for spreading
   b. for cutting

501. Eats with mouth closed

50[illegible] Recognizes different foods

[illegible]03. Unwraps food before eating

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504. Asks for food when hungry

505. Handles only own food/drink

506. Eats food in tidy manner

507. Asks for drink when thirsty

508. Requests food/drink be passed at table

509. Eats at reasonable pace

510. Passes food/drink at table

511. Uses napkin to wipe hands, mouth

512. Opens half-pint milk carton

513. Washes hands before eating

514. Sits at table with correct posture

515. Wipes up spills

516. Clears place at table

517. Uses correct utensils

518. Serves self at table, adult holding serving dish

519. Empties mouth before speaking

520. Helps set table, placing plates, napkins, utensils

521. Serves self at table and passes serving dish

522. Takes appropriate amounts of food onto plate

523. Picks up, carries, sets down cafeteria tray

524. Discriminates edible from non-edible items

525. Selects preferred foods

526. Experiments with flavor, texture, temperature variations in food

527. Identifies item by taste without visual clues

528. Classifies foods according to
    a. Meals usually eaten
    b. Those that go together

529. Identifies danger signals in foods

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530. Pulls sock off when it is just over his toes

531. Pulls sock off when it is placed at his mid-foot

532. Pulls sock off when it is positioned at the heel

533. Pulls sock off when it is around the ankle

534. Removes sock independently

535. Pulls sock on from ankles

536. Pulls sock on from heel

537. Pulls sock on from mid-foot

538. Pulls sock on when they have been placed just over his toes

539. Puts sock on independently

540. Takes pants off when just one foot is in pant leg and the pants are down by ankles

541. Takes pants off when both feet are in pant legs and pants are down by ankles

542. Takes pants off when they are by his knees

543. Takes pants off when they are positioned by hips

544. Takes pants off independently

545. Pulls pants on when they are by his hips

546. Pulls pants up from knees

547. Pulls pants up from ankles

548. Puts one foot in pant leg and pulls pants up

549. Puts pants on independently

550. Removes shirt when it is sitting on top of his head

551. Removes shirt when it is at eye level on his face

552. Removes shirt when it is around his neck

553. Releases one arm from the armhole and pulls the shirt up and over his head

554. Releases both arms from the armholes and pulls shirt up and over his head

555. Removes shirt when it is placed at mid-stomach

556. Removes shirt independently

557. Pulls shirt down from mid-stomach

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558. Pulls shirt down from under armpits

559. Puts one arm in armhole and pulls shirt into position

560. Puts both arms in armholes and pulls shirt into position

561. Pulls shirt down from eye level, puts both arms in armholes and pulls shirt into position

562. Puts shirt on independently

563. Takes shoes off when only tips of toes are in them

564. Takes shoes off when heel and back part of foot are released from shoe

565. Takes shoe off independently

566. Puts shoe on by pushing heel into proper position

567. Puts shoe on when heel is completely out of shoe

568. Puts shoe on when just tips of toes are in shoe

569. Puts shoe on independently

570. Takes hat off when it is sitting on the top of his head

571. Takes hat off when it is pulled halfway into position

572. Takes hat off independently

573. Puts hat on when it is placed halfway on head

574. Puts hat on when it is sitting on top of his head

575. Puts hat on independently

576. Removes mitten when thumb is released and mitten is only partially on four fingers

577. Removes mitten when it is halfway over thumb and positioned properly over four fingers

578. Takes mitten off independently

579. Puts mitten on when thumb and four fingers are positioned in it properly and mitten is halfway on

580. Puts mitten on when it is only one fourth of the way on

581. Puts mitten on independently

582. Takes coat off when hand and arm are released from sleeve and coat is sitting on shoulder

583. Takes coat off independently

584. Puts coat on by pushing arm and hand through armhole when positioned at armhole and rest of coat is positioned

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585. Puts coat on by bringing arm around back to armhole of coat, placing arm and hand in armhole and bringing coat into proper position

586. Puts coat on when it is held for him at side

587. Puts coat on independently

588. Unsnaps when hands are positioned properly

589. Unsnaps independently

590. Snaps, when top snap is positioned on bottom, but not fastened

591. Snaps independently

592. Unzips zipper when zipper is three quarters of the way down

593. Unzips when zipper is halfway down

594. Unzips independently

595. Zips when zipper is three quarters of the way up

596. Zips when zipper is halfway up

597. Zips when zipper is one fourth the way up

598. Zips independently

600. Unbuttons when button is three quarters of the way through buttonhole

601. Unbutton independently

602. Buttons when button is three quarters of the way through the buttonhole

603. Buttons when button is halfway through buttonhole

604. Buttons independently

605. Performs other dressing-undressing skills, including buckling, hooking, lacing, tying
   a. blouse
   b. pull-over sweater, dress
   c. gloves
   d. boots
   e. underclothing

606. Places clothes on hook

607. Places clothes on hanger

608. Replaces hanger on rack

609. Places boots and outerwear appropriately when wet

610. Places soiled clothes in hamper or appropriate container

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611. Demonstrates a reaction to stimulation in genital area

612. Responds to warm water in genital area

613. Responds to manual stimulation on external and internal thighs

614. Produces a solid stool once or twice a day

615. Produces a solid stool once a day at a regular time

616. Indicates discomfort when wet or soiled

617. Urinates at some given times; i.e., after naps, meals, activities

618. Is dry for one to two hours permitting a toilet training schedules to be implemented.

619. Will remain on potty chair with direct assistance for 5 minutes

620. Will stay on potty chair with constant supervision for 5 minutes

621. Will stay on potty chair with limited supervision for 5 minutes

622. Will stay on potty chair with no supervision for 5 minutes

623. Will remain on toilet for 5 minutes when held by an adult

624. Will remain on toilet for 5 minutes when prompted by an adult

625. Demonstrates the upper extremity strength to balance body weight in moving self to sitting position

626. Demonstrates the arm and hand control to hold himself on potty with arms, and toilet without arms to maintain balance

627. Can use arm control to lift and slide from potty and later toilet

628. Responds inconsistently in bowel habits when on the potty or toilet

629. Responds and begins to display some consistent body awareness and resulting muscle control to being placed on the potty

630. Responds inconsistently in bowel habit to being placed on a toilet at a specified period

631. Responds inconsistently to bladder control when placed on or in front of toilet or standing urinal

632. Responds and begins to display some consistent body awareness and resulting muscle control to being placed on, or in front of toilet or standing urinal

633. Goes to the bathroom area on command

634. Bowel and bladder control regulated to certain times of day; regular success on toilet

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635. Communicates toilet needs

636. Moves to toilet unattended

637. Pushes outer pants to knee level

638. Grasps band of underpants with thumb inside the band on each side and pulls

639. Gets on toilet seat without assistance and eliminates

640. Replaces clothes when finished

641. Tears appropriate amount of paper

642. Wipes self

643. Places paper in toilet

644. Gets off toilet without assistance

645. Flushes

646. Observes privacy of others

647. Washes hands when finished toileting

648. Disposes of tissues and paper towels

649. Waits until appropriate time

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650. Gets wash cloth if needed

651. Turns on faucet to wash face and/or hands
   a. with supervision
   b. mixes hot and cold water independently

652. Holds hands under running water

653. Wets wash cloth and wrings to damp dry

654. Places wash cloth over hand

655. Soaps wash cloth or hands

656. Rubs face with wash cloth or washes hands, rubbing both sides of hands

657. Rinses wash cloth

658. Rinses face or hands

659. Turns off faucet

660. Dries face or hands

661. Hangs up towel and wash cloth or disposes of towel

662. Sits in bath tub

663. Uses wash cloth (as in 652-657) to wash body

664. Dries body

665. Assembles items needed to take bath

666. Cleans tub and/or leaves basin clean

667. Uses shower as alternate to bath tub

668. Combs/brushes hair

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SELF-HELP SKILLS: ORAL HYGIENE

670. Is accustomed to toothbrush

671. Is used to taste of toothpaste

672. Permits adult to brush his/her teeth

673. Obtains own toothbrush

674. Turns on cold water

675. Wets toothbrush

676. Obtains appropriate amount of toothpaste

677. Removes cap

678. Places cap on counter

679. Spreads tooth paste on brush

680. Places toothpaste on counter

681. Brushes teeth appropriately

682. Rinses toothbrush

683. Returns toothbrush to holder

684. Replaces cap on toothbrush

635. Returns toothbrush to proper place

686. Rinses mouth with cold water

687. Rinses sink and hands

688. Dries hands

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SELF-HELP SKILLS: NASAL HYGIENE

690. Permits adult to clean nose with tissue

691. Seeks assistance to have nose cleaned

692. Obtains tissue and asks for assistance

693. Obtains tissue and wipes nose or convers nose and mouth when sneezing

694. Disposes of tissue

695. Blows nose when requested and with assistance

696. Blows nose independently

697. Uses tissue at appropriate time and place

698. Remembers to carry tissues/handkerchief

57

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SOCIAL-EMOTIONAL SKILLS

700. Shows awareness of other people by activity and facial expressions

701. Recognizes familiar people

702. Smiles in response to facial expression of others

703. Seeks attention through noise or movement

704. Quiets in response to attention by adult

705. Accepts affection

706. Smiles at familiar person

707. Interacts with familiar persons

708. Shows affection

709. Plays pat-a-cake, peek-a-boo

710. Plays unattended for short periods of time

711. Responds to his/her name

712. Behaves within defined limits

713. Knows own possessions and is aware of keeping them

714. Plays near another child

715. Follows simple directions given to him/her directly

716. Imitates other child's behavior

717. Plays with one other child

718. Joins in group activities spontaneously

719. Waits his/her turn

720. Shares with another child when directed to do so

721. Spontaneously offers toy to another child

722. Remains in a group with 3-4 other children for quiet time activity (i.e., listening to story)

723. Plays with 2-3 other children in an unorganized game

724. Takes turns and shares

725. Imitates and performs for group of other children

726. Chooses toys and activities on his own initiative

727. Listens to and follows group directions

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Communication and Cognition

800. Demonstrates understanding of present progressive tense (i.e. He is going home) (See Appendix F)

801. Uses present progressive tense in sentences

802. Uses concept of one in speech

803. Is aware that word order alters meaning

804. Listens to peer conversations with measure of comprehension

805. Begins to share/take turns in verbal and non-verbal situations; participates in conversation

806. Demonstrates understanding of the use of "no" and "not" plus verb form:
   (a) in phrases
   (b) in short sentences (See Appendix H)

807. Uses "no" and "not" plus verb form
   (a) in phrases
   (b) in short sentences

808. Changes pace and movement in time with change in sound/music

809. Describes pace and movement as body moves in time with music

810. Demonstrates understanding of auxilliary plus verb (e.g. "I can see it") (See Appendix F)

811. Uses auxilliary plus verb in speech

812. Demonstrates understanding emphatic sentences (e.g. "He does do his work")

813. Uses emphatic sentences

814. Demonstrates understanding that words have different meanings depending on who says them (i.e. The difference between Mommy or Daddy saying "no")

815. Demonstrates understanding simple speech idioms

816. Demonstrates understanding of comparisons (See Appendix B)

817. Uses comparisons in speech (See Appendix B)

818. Repeats five to six word sentence presented orally

819. Responds to 2-sequence commands (e.g. "Close the door and bring me the book")
   (a) in quiet environment
   (b) with background noise (in lunchroom, on playground, etc.)

820. Uses 2-sequence commands in speech

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821. Concentrates on task when surrounded by noise/activities

822. Adjusts to distractions while listening

823. Repeats statements someone else in room has made

824. Answers questions about statement someone else in room has made

825. Demonstrates understanding of physical needs (e.g. "What do you do when you are sleepy, hungry, cold," etc.) (See Appendix B: Human Feelings)

826. Places pictures of 2 or 3 actions/objects in sequence after names are presented orally
   (a) immediate recall
   (b) delayed response

827. Repeats sequence of three picture names

828. Repeats sequence of three digits presented orally

829. Listens for extended periods of time to stories read aloud
   (a) to self
   (b) as part of group

830. Remembers and/or identifies words presented

831. Reproduces from memory series of sounds (claps, taps, etc.)

832. Supplies words omitted from stories to which s/he is listening

833. Asks questions about pictures/stories in books

834. Discriminates shapes, sizes using haptic skills (integration of tactile-kinesthetic skills)

835. Matches objects using haptic cues
   (a) wet-dry
   (b) hot-cold
   (c) sticky
   (d) hard-soft
   (e) clean-dirty
   (f) rough-smooth
   (g) dull-sharp
   (h) warm-cool
   (i) stiff-limp

836. Identifies likenesses and differences
   (a) shapes
   (b) letters) oral and visual
   (c) words)

837. Distinguishes words from letters and sentences

838. Displays interest in books, by asking to take books home, brings books from home to school, goes voluntarily to library table to use books, etc.

839. Speaks in manner mainly free from substitutions and baby talk

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840. Delivers simple messages

841. Follows simple directions

842. Gives simple directions

843. Discriminates sounds of varying pitch and loudness

844. Increases use of vocabulary for common concepts (See Appendix B)

845. Awaits turn for teacher's attention

846. Assumes roles of leader at times; follower at others

847. Asks what words in environment "say" (names on cereal boxes, street signs, etc.)

848. Shows interest in odd and unusual word sounds

849. Groups together objects that have a common characteristic
   (a) color
   (b) shape
   (c) size
   (d) length

850. Identifies primary colors
   (a) matches like colors
   (b) sorts by color
   (c) when named, points to color

851. Identifies simple geometric shapes
   (a) matches like shapes
   (b) sorts by shape
   (c) when named, points to shape

852. Identifies sizes
   (a) matches objects of similar size
   (b) sorts by size
   (c) when named, pionts to object that is little, big, etc.

853. Tells which word presented orally is longer, shorter

854. Tells own address and telephone number

855. Tells current date, day of week, month, year, season

856. Names animals, articles of clothing, body parts, when stimulus not present

857. Identifies pictures in picture dictionary

858. Obeys school and classroom rules

859. Responds to adults and/or authority politely and with respect

860. Puts materials away in their proper place after use

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Motor Development

861. Estimates space through which parts of body will fit (e.g. hand into jar, body over obstacle course)

862. Imitates action of another

863. Catches large ball, beanbag, etc.
   (a) with arms fully extended
   (b) with hands
   (c) with one hand

864. Throws ball, beanbags, and other items
   (a) without accurate aim
   (b) uses preferred hand
   (c) overhand
   (d) accurate aim: judging distances
   (e) accurate timing: judging rate of speed
   (f) underhand

865. Bounces ball and catches

866. Walks/runs longer distances without tiring

867. Stops/runs quickly on command

868. Touches end of nose with forefinger

869. Moves in more purposeful way; less generalized movement

870. Hits ball with bat/stick

871. Crosses midline of body when working at chalkboard or easel

872. Jumps
   (a) in place with both feet
   (b) vertically
   (c) horizontally
   (d) down from heights
   (e) backward

873. Marks with pencil (vs. banging with it)

874. Uses paint brush

875. Holds pencil
   (a) palmer grip
   (b) with fingers
   (c) using variable pressure
   (d) makes circular/vertical strokes
   (e) rests shaft at juncture of thumb and index finger
   (f) holds between thumb and index finger

876. Holds paper taunt with non-dominant hand when writing

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877. Kicks a standing ball

878. Kicks a ball when rolled to him/her

879. Uses alternate feet in ascending/descending stairs

880. Rides tricycle
    (a) in straight line
    (b) around corners

881. Walkes on tip toe

882. Balances on toes

883. Develops more fluid/graceful body movements

884. Skips on alternating feet

885. Jumps rope

886. Dances

887. Marches

888. Rolls forward somersault with aid

889. Slides on sled

890. Steers wagon

891. Hangs from horizontal bar, bearing own weight on arms

892. Touches toes with fingers

893. Does push-ups

894. Does sit-ups

895. Hops on one foot

896. Colors inside lines of simple outlined figure

897. Cuts out simple outlined figure

898. Tears shapes from paper

899. Places blocks, pegs, parquetry, etc., in proper pattern following sample
    (a) uses one hand
    (b) using two hands, holding two pieces at a time

900. Puts puzzle pieces in place
    (a) formboard
    (b) simple jigsaw puzzle
    (c) more complex jigsaw puzzle

901. Makes ball of tissue paper

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902. Folds paper

903. Turns pages of book

904. Traces, later draws, with and without pattern to copy:
   (a) circle
   (b) cross
   (c) square
   (d) triangle
   (e) diamond
   (f) figure of human, house, car, and other familiar objects

905. Traces, later copies from sample on paper, then on chalkboard:
   (a) capital letters
   (b) lower case letters
   (c) own name

906. Prints own name

907. Draws within small area recognizable figures, may be drawn out of proportion

908. Rides bicycle

909. Skates

910. Puts paper clip on paper

911. Picks up small objects with tweezers

912. Puts rubber band around pack of cards

913. Erases without making hole in paper

914. Uses wheelchair and other equipment to compensate for handicap (if required)

915. Pours from pitcher without spilling

916. Carries pitcher or other utensil of water without spilling

917. Ties shoe laces

918. Buttons, zips, snaps clothing (See other skills in self-help area)

Objective:	Initial Date	Reinforcement and Development	Acceptable, Consistent Performance	Reteaching

Indicate objective by key word or continuum code

Initial date: when skill was introduced or reteaching began

Reinforcement/Development: indicate frequency by date

Reteaching: date if reteaching is indicated

Acceptable, Consistent Performance: incidence of independent application by date

Social-Emotional Behavior

920. Depends less on adults for direction

921. Gets along with other children

922. Responds appropriately to mild frustration without loss of self-control

923. Asks for assistance when needed

924. Offers to help others

925. Raises hand in class situation without calling out

926. Performs for others

927. Obeys simple rules of games

928. Displays good sportmanship

929. Obeys school and classroom rules

930. Uses worlds like "please," "thank you," etc.

931. Responds to adults and/or authority appropriately

932. Accepts changes with minimum of stress

933. Accepts assignments willingly

934. Begins work promptly

935. Completes assigned work in reasonable time

936. Accepts correction without becoming upset

937. Tries again if correction of task is necessary

938. Refrains from excessive talking

939. Begins to plan time profitably

940. Engages in socially acceptable behavior
    (a) on school bus
    (b) on playground
    (c) in classroom
    (d) in lunchroom
    (e) in assembly
    (f) in other parts of school
    (g) on field trips

941. Responds to/makes verbal greetings and farewells

942. Acknowledges introductions

943. Expresses emotions, verbally and non-verbally, in appropriate manner

944. Keeps surroundings tidy

Objective:	Initial Date	Reinforcement and Development	Acceptable, Consistent Performance	Reteaching

Indicate objective by key word or continuum code

Initial date: when skill was introduced or reteaching began

Reinforcement/Development: indicate frequency by date

Reteaching: date if reteaching is indicated

Acceptable, Consistent Performance: incidence of independent application by date

Appendix A: BASIC VOCABULARY
Variations necessary depending on vocabulary to which student is exposed in other situations

FAMILY

mother
father
sister
brother
aunt
uncle
cousin
grandmother
grandfather
baby

FOOD

milk
water
juice
cookies
bread
cake
ice cream
candy
soup
meat
pie
apple
oranges
potato
peas
sandwich
creeal
coke
hamburger
hot dog
toast
egg
butter
cracker
beans
tomato
corn
potato chip
salt
sugar
pepper
peanut butter
pepper
gum
jelly
pop corn
syrup

FOOD(cont.)

vitamin
cheese
dessert
cocoa
chocolate
catsup
dinner
supper
french fries
bacon
breakfast
jello
lunch
lettuce
spagehtti
salad
peach
pancake
grapes
pill
donut
pizza
fish
food
pretzel
pudding
fruit
rice
gravy
roll
nut
vegetables

TOYS

doll
ball
train
bear
drum
horn
top
balloon
kite
shovel
pail
boat
truck
slide
tractor

TOYS(cont.)

bean bag
marble
record
jet
fire engine
jungle gym
seesaw
swing
sand box
slide
gun
bat
whistle

FURNITURE

bed
toilet
table
chair
TV
pillow
sheets
blanket
soap
bathtub
towels
drawer
waste basket
toothbrush
washcloth
toothpaste
sofa/couch
book
kleenex/tissue
toilet-paper
shower
magazine
newspaper
matches
band-aid
picture
mirror
lamp
dresser
curtain
sink
hanger
bedspread
toy chest

FURNITURE(cont.)

hook
pillow case
counter
plant
piano
refrigerator
stove/oven
broom
dustmop
radio
record player
rug
phone
faucet
medicine chest
stool

ANIMALS

dog
cat
horse
kitten
puppy
cow
fish
duck
mouse
pig
chicken/hen
bird
sheep
turtle
lamb
pony
goat
rooster
snake
rabbit/bunny
frog
elephant
monkey
bear
bug
fly
spider
caterpillar
butterfly

PARTS OF HOUSE

kitchen
bedroom
family/reckroom
basement
bathroom/bath

PARTS OF HOUSE(cont.)

living
room
hall
wall
roof
key
closet
porch
doorknob
garage
ceiling
door
floor
doorbell
window
stairs
shelf

CLOTHING

shoes
dress
hat
coat
bib
pants/slacks
shirt
hat
coat
bib
tie
socks
sweater
T-shirt
button
boots
mittens
belt
jacket
pajamas
underpants
undershirt
pocket
buttonhole
zipper
slippers
clothes
blouse
purse
raincoat
robe
bathing suit
watch
scarf
shoelace
shorts

CLOTHING(cont.)

sleeve
buckle
snap

BODY PARTS

mouth
ear
nose
eye
teeth
tongue
head
toe
leg
arm
foot
hand
finger
hair
knee
neck
tummy/stomach

UTENSILS

fork
spoon
plat
glass
dish
knife
cup
napkin
saucer
pan
bowl
sponge
jar

CLASSROOM SUPPLIES

blackboard
chalk
desk
eraser
paper
pencil
puzzle
crayon
baocks
table
clay
brush
bead
scissors
peg
paste/glue
paint

TRANSPORTATION

car
airplane
truck
bus
train
boat
bicycle/tricycle
traffic light

PLACES

home
school
park
store
church
farm
zoo
circus
doctor's office
dentist's office
sidewalk
street
house
class
driveway
playground
yard/lawn
swimming pool

NATURE

rain
snow
sun
night
morning
day
mud
sand
flower
grass
tree
wind
sky
ground
bush
spring
autumn
dirt
winter
summer
nest

NATURE(cont.)

seed
star
stick
stone/rock
cloud
garden
leaf
moon
sunshine

SELF-HELP

chew
blow
wash
eat
spit
wipe
button
zip
get in
get on
get out of
tie
swallow
rinse
squeeze
flush
put down
brush
pick up
lie down
put on
take off
drink
dry
hang up
snap
buckle
taste
smell
unbuckle
unsnap
unzip
pull out
pull up
push through

ADJECTIVE & ADVERBS

dry
wet
good

ADJECTIVES & ADVERBS(cont.)

bad
clean
dirty
hot
colt
fast
slow
funny
happy
sad
hungry
old
new
sick
sleepy
high
low
pretty
nice
quiet
loud
heavy
light
rough
smooth
different
same
right
left

VERBS

be
bounce
cut
tear
throw
wait
stop
listen
look
give me
wait
stop
get/bring
paint
paste
draw
open
close/shut
hawn
cry
jump

VERBS(cont.)

sit
stand
fall
kick
sneeze
run
laugh
cough
hop
push
pull
write
sleep
march
kiss
see
catch
spin
pull
write
sleep
march
kiss
see
catch
spin
walk
carry
come
go
dance
skip
hit
swing
climb
slide
feel
color
start/begin
clap
erase
throw (away)
ask
follow
hold
ride
ring
build
drop

COLORS

red
green
blue
yellow
orange
brown
black
white

SHAPES

circle
square
triangle
cross

SIZES

big
little
fat
skinny
tall
short

OTHER MISCELLANEOUS

gift/present
hole
letter
money
nail
needle
party
string
safety pin
threat
envelope/letter
birthday
surprise
noise

PREPOSITIONS

in
in back of
in front of
on
out
under
down
up
turn around
point to

PREPOSITIONS(cont.)

get up
line up
over
behind
beside
stand up
put away
sit on
take out
turn on
above
between
next to
through

PRONOUNS

my
he
she
his
her
me
your
him
you
it
our
they

SURVIVAL WORDS - GENERAL LIST

ADULTS ONLY
AMBULANCE
ANTIDOTE

BEWARE
BEWARE OF DOG
BOYS
BUS STATION
BUS STOP

CASHIER
CAUTION
CLOSE
CLOSED
COLD
COMBUSTIBLE
CONDEMNED
CUSTOMER SERVICE

DANGER
DEEP WATER
DENTIST
DON'T WALK
DO NOT CROSS,
USE TUNNEL
DO NOT CROWD
DO NOT DISTURB
DO NOT ENTER
DO NOT INHALE FUMES
DO NOT PUSH
DO NOT REFREEZE
DO NOT SHOVE
O NOT STAND UP
DO NOT USE NEAR
OPEN FLAME
DO NOT USE NEAR HEAT
DOCTOR (DR.)
DOWN
DYNAMITE

ELEVATOR
EMERGENCY
EMERGENCY EXIT
EMPLOYEES ONLY
ENTER
ENTRANCE
ESCALATOR
EXIT
EXIT ONLY
EXPLOSIVES
EXTERNAL USE ONLY

FALLOUT SHELTER
FIRE
FIRE ALARM
FIRE EXTINGUISHER
FIRST AID
FLAMMABLE
FOUND
FRAGILE

GASOLINE
GATE
GENTLEMEN
GIRLS
GO

HANDLE WITH CARE
HANDS OFF
HELP
HELP WANTED
HIGH VOLTAGE
HOSPITAL
HOT

IN
INFLAMMABLE
INFORMATION
INSTRUCTIONS

KEEP AWAY
KEEP CLOSED AT ALL
TIMES
KEEP OFF (THE GRASS)
KEEP OUT

LADIES
LAVATORY
LOOK
LISTEN
LOST
LIVE WIRES

MEN
MEN WORKING

NEXT (WINDOW)
(GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO LOITERING
NO FISHING
NO HUNTING
NO MINORS
NO SMOKING
NO SPITTING
NO SWIMMING
NO TOUCHING
NO TRESPASSING
NOT FOR INTERNAL USE
NOXIOUS
NURSE

OFF
OFFICE
ON
OPEN
OPERATOR
OUT
OUT OF ORDER

PEDESTRIANS PROHIBITED
POISON
POISONOUS
POLICE (STATION)
POST NO BILLS
POST OFFICE
POSTED
PRIVATE
PRIVATE PROPERTY
PULL
PUSH

QUIET

RAILROAD CROSSING
RESTAURANT
RESTROOMS

SAFETY FIRST
SCHOOL
SHALLOW WATER
SHELTER
SLIPPERY WHEN WET
SMOKING PROHIBITED
STAIRWAY
STEP UP
STOP

TAXI STAND
TELEPHONE
TERMS CASH
THIN ICE
THIS END UP
THIS SIDE UP
TOILET
TRASH

UP
USE BEFORE (DATE)
USE IN OPEN AIR
USE OTHER DOOR
U.S. MAIL

VIOLATORS WILL BE
PROSECUTED

WAIT
WALK
WANTED
WARNING
WATCH YOUR STEP
WET PAINT
WOMEN

1. Wilson, Corlett T., An Essential Vocabulary, THE READING TEACHER, I.R.A., Newark, Delaware, November, 1963, p.p. 94-96.

SURVIVAL WORDS - PHRASES FOR DRIVERS

ALL CARS (TRUCKS) STOP
ASK ATTENDANT FOR KEY

BEWARE OF CROSS WINDS
BRIDGE OUT
BUS ONLY

CAUTION
CONSTRUCTION ZONE
CURVE

DANGER
DANGEROUS CURVE
DEAD END
DEER (CATTLE) CROSSING
DETOUR
DIM LIGHTS
DIP
DO NOT BLOCK WALK
(DRIVEWAY)
DO NOT ENTER
DRIFTING SAND
DRIVE SLOW

EMERGENCY VEHICLES ONLY
END 45
END CONSTRUCTION
ENTRANCE
EXIT ONLY
EXIT SPEED 30

FALLING ROCKS
FLOODED
FLOODS WHEN RAINING
FOUR WAY STOP
FREEWAY

GARAGE
GATE
GO SLOW

HOSPITAL ZONE

INSPECTION STATION

JUNCTION 101 A

KEEP TO THE LEFT - RIGHT

LANE ENDS
LAST CHANCE FOR GAS
LEFT LANE MUST TURN LEFT
LEFT TURN ON THIS SIGNAL
ONLY
LEFT TURN ONLY
LEFT TURN O.K.
LOADING ZONE
LOOK
LOOK OUT FOR THE
CARS (TRUCKS)
LISTEN

M.P.H.
MECHANIC ON DUTY
MEN WORKING
MERGE LEFT - RIGHT
MERGING TRAFFIC
MILITARY RESERVATION

NEXT
NO LEFT TURN
NO PARKING
NO PASSING
NO RIGHT TURN
NO RIGHT TURN ON RED LIGHT
NO SMOKING AREA
NO STANDING
NO STOPPING
NO TURNS
NO "U" TURNS
NOT A THROUGH STREET

ONE WAY - DO NOT ENTER
ONE WAY STREET

PAVEMENT ENDS
PED XING
PLAYGROUND
PROCEED AT YOUR OWN RISK
PRIVATE ROAD
PUT ON CHAINS

R.R.
RAILROAD CROSSING
RESTROOMS
RESUME SPEED
RIGHT LANE MUST TURN
RIGHT ONLY
RIGHT TURN ONLY
ROAD CLOSED
ROAD ENDS

SCHOOL STOP
SCHOOL ZONE
SCHOOL AREA
SLIPPERY WHEN WET (FROSTY)
SLOW DOWN
SLOWER TRAFFIC - KEEP RIGHT
SPEED CHECKED BY RADAR
STEEP GRADE
STOP
STOP AHEAD
STOP FOR PEDESTRIANS
STOP WHEN OCCUPIED
STOP MOTOR

THIS LANE MAY TURN LEFT
THIS ROAD PATROLLED BY
AIRCRAFT
THREE WAY LIGHT
TURN OFF 1/2 MILE
TURN OFF
TRAFFIC
TRUCK ROUTE

UNLOADING ZONE
USE LOW GEAR

WATCH FOR FLAGMAN
WATCH FOR LOW FLYING
AIRCRAFT
WINDING ROAD

YIELD
YIELD RIGHT OF WAY

ATTRIBUTE LIST--APPENDIX B

Concepts of these attributes are best developed across the levels to provide a broad base of understanding. For example, the student will master Level I, colors; Level I, shapes; Level I, size, before being taught Level II, colors; Level II, shapes, Level II, size, etc. Level I attributes are learned in the Basic Language Development; Readiness strand of the skills sequence. Levels II, III, IV and V are developed in the next strand, Listening and Speaking. (For further information about Attribute List see Introduction)

		Level I	Level II	Level III	Level IV	Level V
I.	Name:	(Ongoing across levels as experiences and vocabulary broaden.)				
II.	Noise:			loud noisy quiet		

III. Major Parts: (Ongoing across all levels)

This category generally describes the major parts of an object. Parts may include anything.

1. Major parts of body - eyes, nose, head, hand
2. Major parts of a hand - finger, nails, knuckles, palm
3. Major parts of a pencil - eraser, handle, point

Terms used to describe major parts:

the handle of	the trunk of	the top of	roof
the cover of	the blade of	the leg of	top
the back of	the front of	the arm of	middle
the wheels of	the side of	the face of	bottom
the foot of	the edge of	the heel of	corner
the head of	the point of	the stem of	

IV. Function: (Level I and II primarily)

Any terms which describe what you do with an object, i.e.
to sleep on
to ride on
to write with, etc.

V.	Number or Quantity	numerals	another many few some whole half	every	several a lot of a few of the most much as many more most less least

VI. Location: (Name of a specific location (place) or any of the below terms.)

in	first-last	high-low	above	against
on	around	before-after	across from	among
under	behind	beside	below	toward
to	off	between	beneath	

		Level I	Level II	Level III	Level IV	Level V
VI.	Location: (con't)	with	up-down faraway-away downstairs-upstairs indoors-outdoors inside-outside left-right top next to beginning-end middle center 2nd, 3rd	from-to in front of near-far over back here-there forward row	into opposite through	

Location, generally, may be described as a place as well.
at the store
at the bakery

VII.	Time:	before after now	yesterday today tommorrow early late	never always beginning		
VIII.	Texture:	rough smooth sharp blunt	hard soft		dull fluffy thick thin	
IX.	How (Action Chacteristics)	fast slow	quickly	good-bad well-poor neatly	tightly loosely	
X.	Size:	big-little fat-thin tall	long-short large-small	deep shallow wide	steep	
XI.	Weight:	fat thin	heavy light			
XII.	Age:	old new	young old			
XIII.	Comparatives and Superlatives	(Under Level I) big-bigger-biggest good-better-best worse-worse-worse tall-taller-tallest				

		Level I	Level II	Level III	Level IV	Level V
XIV.	Temperature:	cold hot warm	cool			
XV.	Taste:	good		delicious	sour sweet salty	bitter spicy
XVI.	Human Feelings (Based on Need):	hungry sleepy sick thirsty well	asleep tired	busy safe	awake	
XVII.	Color:	red yellow green blue purple brown black white	orange gray tan pink	bright light dark	clear colored	
XVIII.	Shape:	fat thin	curly straight	round oval oblong square rectangle diamond	thick	
XIX.	Emotion:	happy unhappy sorry	angry sad	disappointed glad frightened surprised	excited jealous bashful lonesome mean pleasant proud	ashamed
XX.	Human Characteristics: (Human-Animal)	funny good naughy	bad lazy pretty-ugly strong-weak polite nice	careful generous impolite selfish	bashful lame blind mean deaf pleasant	

	Level I	Level II	Level III	Level IV	Level V
XX. Human Characteristics: (Human- Animal) (con.t)				unkind unselfish careless crippled sly cute healthy	

XXI. Material: Generally what something is made of may be divided into solid, liquid, gas.

feathers	rubber	cement
wood	bone	fur
cardboard	plastic	leather
paper	glass	

metals (steel, silver, gold, cooper, iron, tin, brass, lead, etc.)
cloth (nylon, silk, cotton, wool, flannel, polyester, etc.)

XXII. State: Generally all objects may be divided into solid, liquid, gas.

dirty	broken	wet-dry	tight	spoiled
clean	torn	alive-dead	loose	frozen
		worn out		melted
				boiling
				evaporated

XXIII. Possession:

belongs to _____.

XXIV. Category:

Many objects may be placed in the in-class categories listed in the previous pages.

SEQUENCE OF HOW CONJUCTIONS ARE MASTERED--APPENDIX C

2 words needing conjunction
and as starter
and - verbs
and - constructions
and - objects
and - subjects
or
before
and - adverbs
like
and - 2 sentences
when
because
so
but
and then
where
and - adjectives
why
after
that
as
how
if
while

MODEL FOR CONVERGENT/DIVERGENT THINKING--APPENDIX D

DIMENSION 3

Productive-Divergent Thinking Behaviors

DIMENSION 2

Classroom Teaching Styles or Strategies

1. Using paradoxes
2. Using analogies
3. Sensing deficiencies (unknown knowledge, gaps or missing elements of information)
4. Thinking of possibles, probables, alternatives; guessing or formulating hypotheses
5. Asking provocative questions--inquiry training
6. Listing inherent properties or attributes
7. Exploring the mystery of things
8. Reinforcing original behavior
9. Cite examples of change--how to expect and accept change
10. Use an organized-random search for information
11. Use examples of rigidity, functional fixation, habit
12. Teach skills of search: a) historical search, b) descriptive search, c) controlled observations
13. Building a tolerance for ambiguity (setting purposeful blocks
14. Allowing for intuitive expression
15. Teaching the process of invention and innovation
16. Use examples which shift from adjustment to development (capitalize on failures, mistakes, accident, serendipity)
17. Study creative individuals and their process--analyze traits and characteristics
18. Allow students to interact with their past knowledge
19. Evaluate situations in terms of consequences-implications-extrapolations
20. Develop skills in being receptive to unexpected (surprising) responses and alterness to their significance
21. Develop skills in reading creatively
22. Develop skills in listening creatively
23. Provide opportunities to visualize

DIMENSION 1

Subject Matter Content

1. Reading
2. Writing
3. Language
4. Arithmetic
5. Social Studies
6. Science
7. Music
8. Art

THINKING PROCESSES

NAME	MEANING
FLUENT THINKING	Generation of a quantity Who thinks of the most ideas Flow of thought Number of relevant responses Ability to produce the most in a given time
****	
FLEXIBLE THINKING	Number of different approaches Variety of kinds of ideas Ability to shift categories Versatility to change in focus Detours in direction of thought
****	
ORIGINAL THINKING	Unusual responses Clever ideas Novel but relevant approaches Production away from the obvious Infrequent thought within the group or from one's own repertory of responses
****	
ELABORATIVE THINKING	Embellishing upon an idea Add necessary details to work out a new thought Production of details steps Embroider upon a simple idea or response to make it more elegant Stretch or expand upon things or ideas
****	
WILLINGNESS TO TAKE RISKS	Takes changes for challenge Sets greater goals for greater gains Tries out adventurous tasks Ventures to guess Enjoys activities involving chance
****	
PREFERENCE FOR COMPLEXITY	Ability to handle involved details Likes to toy with intricate ideas Can cope with knotty problems or solutions Challenged by complications "Digs into" difficult problems or solutions
****	

CURIOSITY

Exploratory behavior directed toward acquiring information
Examines things and ideas
Preference for the unknown or unfamiliar
Thrives on novel routes or choices
Capacity to wonder about things

TEACHING STRATEGIES

NAME	MEANING
No. 1--PARADOXES	Situation opposed to common sense Self-contradictory statement or observation Discrepancy in belief, but true in fact
****	
No. 2--ANALOGIES	Situations of likeness Similarities between things Corresponding circumstances
****	
No. 3--SENSING DEFICIENCIES	Gaps in knowledge Missing links in information Unknown elements
****	
No. 4--THINKING OF POSSIBLES	Gussing or forming hypotheses Thinking of probabilities Constructing alternatives
****	
No. 5--PROVOCATIVE QUESTIONS	Inquiry to bring forth meaning Incite knowledge exploration Summons to discovering new knowledge
****	
No. 6--ATTRIBUTE LISTING	Inherent properties Conventional symbols or identities Ascribing qualities
****	
No. 7--EXPLORING MYSTERY OF THINGS	Detective work on unfamiliar knowledge Examine unnatural phenomena Deductive thinking
****	
No. 8--REINFORCING ORIGINALITY	Rewarding original thinking Allowing opportunities to think of something else no one has thought of Strengthen unlikely but relevant responses
****	
No. 9--EXAMPLES OF CHANGE	Demonstrate the dynamics of things Provide opportunities for making alterations, modifications, or substitutions
****	
No. 10--ORGANIZED RANDOM SEARCH	Use a familiar structure to lead at random to another structure Case studies from which new courses of action are devised
****	
No. 11--EXAMPLES OF HABIT	Discuss the effects of habit-bound thinking Build a sensitivity against rigidity in ideas and functional fixation of things

No. 12--SKILLS OF SEARCH	Consider ways something has been done before (historical search) Trial and error search on various methods describing results (descriptive search) Control experimental conditions and report subsequent results (experimental research)
****	
No. 13--TOLERANCE FOR AMBIGUITY	Provide encounters which puzzle, intrigue, or challenge thinking Pose open-ended situations which do not force closure
****	
No. 14--INTUITIVE EXPRESSION	Feeling about things through all the senses Skills of expressing emotion Be sensitive to inward hunches about knowledge
****	
No. 15--PROCESS OF INVENTION	Steps of problem-solving leading to invention Study the incubation process leading to insight
****	
No. 16--ADJUSTMENT TO DEVELOPMENT	Examine how failures or accidents have paid off Learn how to learn from mistakes Examples of process of development rather than adjustment to something already developed
****	
No. 17--STUDY CREATIVE PEOPLE	Analyze traits of eminently creative people Study the process which has led to creation
****	
No. 18--INTERACT WITH PAST KNOWLEDGE	Allow opportunities to toy with information already acquired Nurture ideas from previously stored knowledge
****	
No. 19--EVALUATE SITUATIONS	Deciding upon solutions in terms of their consequences and implications Extrapolate from the results of ideas and actions
****	
No. 20--RECEPTIVE TO SURPRISE	Alert to the significance of novel thoughts Capitalize upon unexpected ideas
****	
No. 21--CREATIVE READING SKILL	Develop a utilitarian mind-set for information Learn the skill of idea generation by reading
****	

No. 22--CREATIVE LISTENING SKILL

Learn the skill of idea generation by listening
Listen for information which allows one thing to lead to another

****

No. 23--VISUALIZATION SKILL

Practice describing views from unaccustomed vantage points
Express ideas in three-dimensional forms
Look at things in plan form or views

SEQUENCE OF HOW PRONOUNS ARE MASTERED --- APPENDIX E

it,
me,
you,
we,
my
his
some,
them
nothing
your
mine,
they,
he,
I,
her,
somebody,
him,
she,
myself, yourself, himself, herself, itself, ourselves, themselves
her,
anything
both,
few,
our,
wh-pronouns (who, whom, whose, which, what)

irregular past;
regular past;
can;
do;
simple infinitive
different subject infinitive;
are copula
did
is auxilliary
an auxilliary
will
am copula
must
does
participle
are auxilliary
would
have-n
was copula
gerund
non-complementary infinitive
could
should
was auxilliary
were copula
might
were auxilliary
has-n
passive voice

TERMINOLOGY

uninflected verbs - verbs in root form; used in present tense (walk, walks)

inflected verbs - all verbs that are changed in some way

copula - inflected forms of the verb to be which are used as linking verbs (is, are, am, was, were)

auxilliary - helping verb; verb form accompanying another verb form (is, am, are, have, has, was, were)

regular past tense - ed verb (happened, planted)

irregular past tense - irregular verbs in past tense form (ran, went, ate)

modal - (can, will, do, does, did)

participle - verbal used as an adjective "Seeing the paper, I picked it up."

gerund - verbal noun usually ending in "ing." "Planning the party was fun."

infinitive - root form of the verb used as a noun, adjective or adverb (to skate, to laugh, to work)

DEVELOPMENTAL SEQUENCE OF INTERROGATIVES---APPENDIX G

what's that
who is it
where are
is reversal (Is it big?)
what happened
why
what - ing (What is he doing?)
where is
what's that object?
would
tag
do reversal
can
did
what do
what does
what did
where - ing (where is he going?)
where did
how
what are
will
does
auxilliary is
are these
how come
could
would
whose
when

SEQUENCE OF HOW NEGATIVES ARE MASTERED --- APPENDIX H

no, as vocabulary word;
no, in 2-word phrase
don't,
can't
no, in sentences
is + not (He is not big.)
doesn't
didn't
won't
wasn't
not, in sentences
is + not - ing (is not running)
isn't
am + not - ing (am not eating)
am + not (am not little)
are + not -ing (we are not running)
are + not
couldn't
wouldn't

PATTERN OF SOUND DEVELOPMENT--APPENDIX J

Earliest stage

m	b
p	h
w	
All vowels	

Second stage

k	g
t	d
n	ng
y	

Third stage

f

Fourth stage

v	l
	sh
	zh
	th voiced

Final stage

s	z
r	
ch	
j	
th unvoiced	

NOTE: If it appears that a student is not producing sounds normally expected at earlier stages of development, the teacher should consult the speech/language therapist assigned to the class. The student should be referred for assessment and programming.